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ABSTRACT

The document examines changes affecting business and office occupations and identifies curriculum adjustments which those changes necessitate. Section 1 examines the employment outlook for business and office workers and the changing composition of the business labor force. Section 2 examines the factors affecting business and office occupations, the function of the office as an information processing system, and the changes occurring in the operation of offices. Section 3 considers business and office education: the changing role of business and office education, changing attitudes and aspirations of business education students, and the need for a viable business and office career education curriculum. Section 4 explains the Business and Office Career Education Curriculum (BO-CEC) project, explains strategies for developing curriculum guides, and describes the proposed national business and office education support center. A brief bibliography and names and addresses of members of the Committee for the Future of Business Education are also included. (Author/JR)

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APPENDIX A

PLANNING FOR NEW DESIGNS FOR BUSINESS AND OFFICE EDUCATION: K-14

December, 1973

Business and Office Career Education Curriculum Project

U.S. Office of Education Grant # OEC-0-73-5230

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SELECTED DEFINITIONS

For purposes of this paper, the terms BO-CEC, Curriculum, Business and Office Education, and Career Education are defined as follows:

BO-CEC--Acronym for Business and Office Career Education Curriculum, a project funded by the Department of Health, Education, and Welfare to produce curriculum guides and strategies for business and office education, grades K-14.

Curriculum--All planned or guided learning whether it is carried on in groups or individually, inside the school, in the community, or in business and industry.

Business and Office Education--A program of instruction to provide opportunities for pupils to prepare for and achieve career objectives in clerical, business administration professional, and business ownership and management occupations. This instructional program includes those courses and experiences described in the U.S.O.E. Handbook VI, Standard Terminology for Curriculum and Instruction in Local and State School Systems.

Career Education--The total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. Career education is a continuous learning process that will assist all individuals in decision making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation.

BUSINESS AND OFFICE OCCUPATIONS
A Concept Paper

Foreword

Today's society is immersed in an era of change. Change is occurring in the morals and ethics of society, in the composition of the labor force, in the rate of intellectual and social growth, in the family unit, and in many other areas which affect the economic and cultural foundations of society. The purpose of this concept paper is to examine those changes that directly or indirectly affect business and office occupations and to identify adjustments that must be made to the business and office curriculum as a result of these changes.

The first section of the paper examines the employment outlook for business and office workers and the changing composition of the business and office labor force.

The second section examines the factors affecting business and office occupations, the function of the office as an information processing system, and the changes occurring in the office as a result of changing technology, increased demands in business, and changing attitudes of business and office workers.

The third section discusses business and office education: the changing role of business and office education; changing attitudes and aspirations of business education students; and the need for a viable business and office career education curriculum.

The final section explains the Business and Office Career Education Curriculum (BO-CEC) project which was funded by the Department of Health, Education, and Welfare to develop and validate K-14 business and office education curriculum guides that will update the business curriculum and that will be adaptable for use in any part of the country. Strategies to be used in developing the curriculum guides are explained, and a proposed national business and office education support center is described. A systems concept flowchart for the proposed support center is depicted in Figure 2.

SECTION I:
Employment Outlook

Business and office occupations are comprised essentially of three groups of administrative support personnel: managers, business administration professional personnel, and other administrative support personnel.

This latter group of other administrative support personnel includes those employees traditionally called clerical office workers. Taken together, these three groups of workers represent the largest and fastest growing occupational group in American society.

Managers

The business management occupations include more than six million salaried managers and approximately 22 million business owners who manage all or part of their own businesses. The number of salaried managers, including management trainees, supervisors, middle-level managers, and top-level managers, grew tremendously during the past decade, with employment of salaried managers increasing nearly four times as fast as for all workers between 1960 and 1970. (9) Furthermore, since large firms require a higher ratio of managers to total employees than do smaller firms, even more managers will be needed as the economy continues to expand and as firms become larger.

Business Administration Workers

The employment rate of business administration personnel, including workers in such occupations as accounting, advertising, marketing research, personnel, and public relations, has also increased during the past decade and indications are that the need for workers in these occupations will continue to increase. Accountants will be especially in demand because of the greater use of accounting information in business management and because of the complex and constantly changing tax system.

Other Administrative Support Personnel

The number of other administrative support personnel, who have traditionally been called clerical workers, is also increasing. In 1965, there were 11 million employed office workers; in 1972, 14 million. According to Department of Labor projections, at least 350,000 new clerical and related jobs will be added each year during the next decade, and at least 350,000 additional clerical workers will be needed yearly to replace office workers who retire or leave their jobs for various reasons.

Changes in Labor Force

Not only are clerical, business administration, and managerial workers increasing in total number, but they also constitute an increasingly larger part of the total labor force. The labor force in business and office occupations is changing in other ways. Blacks and other minority groups are entering business and office occupations in greater numbers than ever before. Also, an increasing number of women and minority groups are being elevated to or hired for management and administration level positions.

The Information Processing System

All business and office workers either work in an office or are vitally concerned with information processing. The business office is no longer considered simply a work place but rather as information functions which pervade an entire organization. Thus, the term "office" is being redefined and incorporated as part of the total information processing system.

A Support System

Office activities support and sustain such vital functions of the organization as purchasing, manufacturing, marketing, personnel administration, and finance. Office activities are basically concerned with information processing. Administrative support personnel receive information from the production line, from salesmen, from managers, or from other sources, and they process or manipulate the data received so that the economic value of the information is preserved or increased. Unless the processed information helps management make profitable decisions or in some way contributes to successful and profitable operation of the enterprise, it is of little value. Lost, insufficient, inaccurate, or delayed information may lead to poor decision making and therefore be very costly to the organization. Thus, the office should be a well-designed and well maintained system that quickly gets necessary and accurate information to those who need it.

The Office Environment

The modern office is very different in physical appearance from the office of several years ago. Today we hear managers speak of "landscaping" the office and of applying "ergonomic" techniques to office design. Today's office, unlike the office of 40 or 50 years ago, is cheerful, attractive, and functional. Much of the impetus for this change may have resulted from behavioral science research which has shown that the quality of work people do is related to the environment in which the work is performed. (3) The changing attitudes and aspirations of business and office workers, which will be discussed later, have also had great impact on office design.

Changing Business Capabilities

As the economy expands and business and industry become larger and more complex, managers at every level must have instant access to a full range of accurate and reliable information. This exploding requirement for information has led to the application of technology to increasing information processing capabilities of the office. Almost instantaneous data communications, data manipulation, and information storage and retrieval have made possible greater centralization of office functions, satellite operations, and faster and more accurate processing operations.

Office Innovations

The following are a few of the office innovations that are increasing the information processing capabilities of the office:

Micrographics--The applications of microfilm and microfiche to business and office operations provide an example of the impact technological advances are having on office operations. In many offices COM (computer output microfilm) applications are replacing the use of p[illegible]r

printouts at great savings in computer time and supply costs. Also, the use of microfilm and microfiche reduce document storage space requirements and often provide better data management and service.

Reprographics--The many alternative reproductive devices are having tremendous impact on the office by making possible the quick reproduction and distribution of information.

Automated Data Processing--Automated data processing and the integration of various automated functions has resulted in enormous potential and possibilities for information processing, storage, and retrieval.

Word Processing--Word processing, a system in which trained personnel use automated business equipment to create, produce, and distribute written communications at top speed, is enabling the modern office to cope with the paperwork explosion. An efficient word processing system often saves from 15 to 35 percent in secretarial costs while increasing the productivity of managers by getting documents to them more efficiently.

In spite of the advances in office technology, many offices have not changed their basic information processing procedures for years. Workers in these offices still process information by hand methods and use out-of-date equipment. However, even these offices do not entirely escape the technological advances because many of the organizations with which they deal (banks, supply houses, government, etc.) are employing new technology.

SECTION II:
Factors Affecting Business and Office Occupations

The basic functions of business and office work have not changed much regardless of the sophisticated technology and improved office environment. Managers are still responsible for planning, organizing, and controlling; business administration workers are still responsible for their special area of competency; clerical office workers in their administrative support role still keep records and type correspondence, operate office machines, place telephone calls, answer telephones, take messages, greet clients, file and retrive business information, and so forth.

Has, then, the role of the business and office worker changed? It has, and the changes have resulted from three major factors: technological innovations, increased demand in business, and changing attitudes of workers and management.

Technological Innovations

Walk through any modern office and everywhere you turn is evidence of recent technological innovations, some of which were discussed previously. Here are just a few examples of the ways in which recent innovations are affecting office procedures:

- *A manager asks for some specific information from the company data bank; the office worker goes to a keyboard and retrieves the information in the form of a computer printout in seconds.*

- *A typist makes an error; touches a backspace key and the error is erased; then continues typing.*

- *Another typist makes corrections to previously-typed copy simply by typing the corrections to be made on a magnetic tape typewriter; the final, correct copy is typed out, automatically.*

- *A manager picks up the telephone, dials a number, and dictates three letters; a salesman across the hall picks up the telephone and dictates report, and throughout the day managers and salesmen dictate over their telephones (from their office or home) while the company word-processing center typists pick up and transcribe the dictated messages without interruption.*

- *A salesman records a sales on the cash register; as certain keys on the register are punch the items sold are deducted from inventory.*

- *A bank teller is waiting on a customer who presents a large personal check for cash; the teller enters the customer's account number on a silent keyboard and immediately the customer's balance appears on a small screen in the teller's cage.*

- *An office worker is doing a series of compuations on an electronic calculator; the machine makes no noise and contains no paper tape; the answer appears on a small screen. The worker puts the answer in the machine's memory and continues working.*

An endless number of examples could be given, but the implications of each are the same: The modern office of today is a computerized, automated office. Workers are freed from the drudgery of the past--adding long columns of figures by hand or on a manual calculating machine, rummaging in a filing cabinet to retrieve information, retyping a letter because of an omitted word or sentence, and so forth.

Many workers, however, may not see the modern office as a blessing. In some cases the duties of office workers have become so specialized that workers no longer see how the tasks they are performing contribute to the total operation of the enterprise; they no longer feel that they are an important part of the organization. As office work becomes segmented, tasks become meaningless. Also, as organizations grow larger and jobs become more specialized, employees become increasingly separated from the decision-making levels of management. As a consequence, they find their work less interesting, less satisfying.

This new technology brings with it new business and office occupations. For example, the modern office often includes one or several systems analysts who analyze and design information flow systems for the organization. Automated data processing systems require computer technicians and programmers. Administrative assistants are needed to coordinate the complex activities of the modern, technological office.

Increased Demand in Business

As the pace of business increases, a greater amount of effort is required to earn a living and to meet the worker's higher level of aspirations. Today's changing life styles (such as two cars and two homes) are being met by both parents working or one person having a second job. The inflation rate of five percent a year requires an increase of each worker's output if a firm is to stay competetive. State and federal regulations have increased the flow of paperwork and forced many new deadlines onto an already crowded calendar. Today's businessman is on the move. He may be in New York for breakfast and San Francisco for dinner. Urbanization has put increased strain on the worker when going to or returning from work each day. Business and social demands have resulted in workers overcomitting their time and energy. As business enterprises grow larger, the social environment of the office changes. These changes in our work environment have produced some negative results. Some examples are:

- *Workers in the same office do not know one another except as suppliers or receivers of business information being processed.*
- *Many people do not understand the interrelationships of their work to other people's work.*
- *A secretary must elicit information which the manager says he is too busy to provide.*
- *Automation equipment produces required reports that are not read and decisions are made without using available information.*

- *An office worker is berated by a customer because a manager has not returned a call.*

- *Workers perform personal projects or do other work on the job.*

- *Workers call in sick just to get some much-needed sleep or do a fun thing.*

- *The only human contact office workers have in a business organization is with immediate co-workers and immediate supervisor; they have never talked with any first-line managers.*

- *Workers that meet the public are often rude. The number of complaints on human relations has increased.*

The above are only a few of the many examples that can be given to illustrate how business growth and the increased demand of business have created a new kind of world in the office. The business and office education curriculum must take this into account; it must prepare potential office workers to cope with the fast pace of the modern business office.

Changing Attitudes

The most serious concerns of corporate executives as they look ahead to the future of their companies relate to personnel. (13) Much of their concern about personnel stems from the changing attitudes and aspirations of workers. Business and office workers at all levels are no longer timid about expressing their opinions to management, and they do not hesitate to make demands and challenges to management that would have been unthought of a decade or two ago.

The largest increase in workers has been in the number of women, minorities and youth entering the labor force. Women comprise approximately 40 percent of all employed persons (14) and the number of young people and teenagers being employed is now three times the national average(4). This conglomeration of women, minorities, and youth account for much of the pressure on management for change in the office. These groups share in common the handicaps of limited skill, limited work experience, restricted mobility and various forms of institutionalized discrimination.

Undoubtedly, one of the biggest forces behind the changing attitudes of business and office workers is the large number of youth now employed. Over one-fourth of the labor force is composed of the under-thirty age group. (2) This fact in itself suggests the emergence of an office worker not content with many aspects of the traditional office.

The young people entering the work force have several differences that set them apart from their older generation counterparts. As a whole, the under-thirty age group enters the work world more highly educated than workers of previous generations. The young worker is sociologically aware and is vocal in his demands for meaningful and relevant work experiences. He is seeking greater freedom and challenges in his job than were workers of the past. Young workers have known only a society of abundance. Because of this and because of the many social welfare programs in the American society, employees today do not fear unemployment and therefore feel much more free to express their opinions and challenge management.

Yankelovich recently conducted a study on the attitudes of youth towards work. One of his conclusions was that youth's values with regard to authority are changing. Only one-third of the youth surveyed said they would willingly submit to being "bossed around" on the job. Yankelovich also found that while in 1968 about 69 percent of the youths surveyed believed that "hard work will pay off," the percentage of youths who believed this in 1971 had dropped to 39 percent. (1)

Discussing youth work ethics, Archie B. Carroll states that . . .

> *"Rising expectations have affected all of the youth of today and are causing young people to expect a great deal from the work environment. Without a doubt, today's youth are expecting meaningful experiences that carry with them large amounts of intrinsic rewards and 'psychic income'".* (2)

By not accepting the traditional work ethic based on the principle that there is dignity and worth in work itself, and that working hard will lead to job satisfaction and advancement, the young employee is forcing management to revamp traditional methods of thinking.

The changing attitudes of young workers towards the office are by no means the only catalyst for change in the work environment. Older office workers with several years on the job are expressing discontent as evidenced by high absenteeism and turnover, lower quality, less production, and increased union activity. In fact, management and government have been so concerned over the breakdown of the work ethic that they have sponsored over 2,000 studies on job satisfaction in the past three decades.

One of the most far-reaching studies on the changing attitude toward work was authorized by Elliot Richardson (Dept. of HEW) in 1971. A task force attempted to clarify the problem and concluded that a large number of workers

are dissatisfied with the quality of their working lives. Workers are locked into "dull, repetitive seemingly meaningless tasks, offering little challenge or autonomy." (15) Workers feel they don't get to work at meaningful jobs and so they exhibit their frustration by becoming demanding and hostile.

The gratification received from work was the topic of another study conducted at the University of Michigan's Survey Research Center (SRC). In this study, a representative sample of the nation's labor force was interviewed to determine American attitudes and aspirations toward work. In the SRC study, about three-fourths of those interviewed felt it was very important to be doing interesting work. In contrast, only 63% believed that their work was interesting. Some other results of the study were:

1. *Eighty-five percent said opportunities to develop their special abilities was important.*
2. *Seventy-four percent of those surveyed felt they were asked to do too much work.*
3. *The chance to get ahead was very important to 55% of the participants.*
4. *Good pay was ranked important by only 50% of the workers.*

Some reasons for dissatisfaction pinpointed by the Work In America task force were (1) work breakdown and specialization due to technological innovations and (2) diminished opportunities for worker responsibility, participation in problem solving activities and decision making.

These characteristics have been around for many years but what is new in the current climate is that employees are demanding revolutionary changes in what management offers to make the job attractive.

Management has been forced to find answers to these "people problems" and the answers require two things: what makes employees tick, and what can be changed to meet the requirements. Some managers feel that the way to increase productivity and motivation is to involve personnel in setting company goals and making decisions. Workers are analyzing their jobs and deciding what could be done differently. They are free to express both positive and negative feedback.

Several methods of motivating employees are job rotation, job enrichment, management by objectives (MBO) and job enlargement, as well as the shorter work week. Other methods for making the job attractive include bright and cheerful office workspaces which are often landscaped, less formal office furnishings, and relaxed dress regulations.

Many of these methods have proven successful in enhancing the job and increasing the amount of satisfaction workers receive from it. The need for human relations and two-way communication in the office atmosphere will be recognized in the development of our business and office curriculum model.

SECTION III:
The Business and Office Education Curriculum

To maintain a viable and relevant educational system in the midst of the many changes taking place in society and in business, the curriculum must be in a continuous state of renewal. A stagnant curriculum will prohibit youth from obtaining the competencies and attitudes necessary to satisfy the technical and social demands placed upon them by changing and emerging occupations. The curriculum must be directed toward providing students with the skills and attitudes they need to adapt, relearn, retrain, and cope in a changing society. The main focus of the curriculum should no longer be on the past but rather on developing the knowledge and skills needed to live and work effectively in a changing contemporary society.

Challenges To The Business and Office Curriculum

The changes occurring in today's society, many of which have been discussed in previous sections of this paper, are presenting many problems and challenges to the curriculum. The following are some of the changes that present a special challenge to the business and office education curriculum:

1. Society has been transformed from a relatively simple and stable community into a complex and transient place. A few years ago one could enter an occupation and feel fairly confident that he could remain in that occupation for life if he wished. Today, occupations are changing rapidly; new occupations are evolving and old occupations are in a constant state of change. Also, people today are much more mobile than before, moving from one area of the country to another in great numbers. Thus, business and office education, like all vocational programs, must provide students with skills that are transportable and with skills that will enable them to cope with and adapt to new situations.

2. Technological change is placing increasing demands on the educational system. People today must often negotiate with machines rather than with other people. Machines are now performing many functions previously performed by people, while people must develop the new skills required to operate and monitor these machines. Since

technological changes can be expected to continue, the business and office education curriculum must provide students with skills and knowledges that will enable them to cope with technological changes.

3. Information is expanding at such a great rate that no one person can be totally knowledgeable in any one area. For this reason, the business and office education curriculum must provide students with the ability to distinguish between essential and non-essential knowledge and with techniques for keeping abreast of knowledge relating to their occupations.

4. Advances in media have opened new horizons while producing positive and negative emotional, attitudinal, and intellectual side effects. Students are bombarded with information through radio, television, magazines, and newspapers which affects their attitudes, perceptions, and aspirations. The business teacher should be aware of the ways in which media affects students' perceptions of business and office occupations and provide students with experiences that will reinforce accurate perceptions and modify inaccurate perceptions. Teachers should also utilize the many types of media now available both in and out of the school in educating their students.

5. The main sources of innovation and change are outside the educational system, thus causing a time lag between reality and what is taught in school. Because of the time required to publish a textbook, all books are to some extent out of date by the time they reach the classroom. Teachers are often not aware of many of the innovations and changes occurring in society and therefore are unable to narrow the gap between the real world and the school curriculum. Strategies should be developed for keeping teachers aware of innovations and change as they occur and for continually adjusting the business and office curriculum to reflect these innovations and changes.

6. Attitudes of students toward school and work are changing. Students are no longer blindly accepting the attitudes, goals, and beliefs of their parents. They are demanding that the school provide them with an education that is relevant in terms of their interests and life goals. They are looking forward to jobs that will provide them not only

with materialistic rewards, but also with an opportunity for self-expression and self-fulfillment. The teacher must be aware of the attitudes of students and the attitudes businessmen expect of their employees, identify the ways in which these two sets of attitudes differ, and design experiences that will make the students aware of the adjustments they must make in their attitudes to become successful in business and office occupations.

These are but a few of the major problems and challenges confronting curriculum development. Marshall McLuhan expressed some of the same concerns in this way:

> *"Today in our cities most learning occurs outside the classroom. The sheer quantity of information conveyed by press, magazines, film, TV, radio far exceeds the quantity of information conveyed by school instruction and texts. This challenge has destroyed the moncpoly of the book as a teaching aid and cracked the very walls of the classroom so suddenly we're confused, baffled."* (8)

If it is accepted that the business and office education curriculum should reflect the attitudes and values of society, then there exists the responsibility to confront the changes that are occurring within society. For this reason a break from the traditional patterns of education must be made. No longer can business and office teachers continue to regard themselves as fountains of all knowledge or to concentrate on training their students to respond to questions to which the answers are already known but rather they should teach their students how to approach problems which are likely to arise in the future. It is imperative that the curriculum foster in individuals intellectual curiosity and an ability and capacity to acquire knowledge independently. Curriculum modification and renewal by necessity will be a continuing process. This process should be a systematic approach to the organization of learning which is directed toward providing a much more flexible curriculum.

Kenneth Richmond put it this way:

> *"Instead of bemusing ourselves by discussing the pros and cons of 'progressive' and traditional methods, it would be more realistic to acknowledge that the opposite of progressive is unprogressive, the opposite of systematic is unsystematic, and that organisms which fail to adapt themselves to a changing environment doom themselves to extinction."* (11)

Although a time lag does exist between changes occurring in business and the reflection of these changes in the business and office education curriculum, the business and office curriculum has not become stagnant. Many changes have taken place in the business and office education curriculum during the last decade. The Vocational Education Act of 1963 and subsequent vocational legislation have played an important role in bringing about most of these changes. The following are a few illustrations of changes that have occurred in business and office education:

1. Business and office education classrooms are more likely to be well equipped today than they were a few years ago. The availability of vocational funds has brought this about.

2. There is more communication between the business community and the business and office education program than in the past. Cooperative training programs and business advisory committees--called for in vocational legislation--have contributed to this increased communication. Cooperative business and office education programs are developed and supervised jointly by school teachers and employers to provide students with an opportunity to combine in-school instruction and on-the-job training.

3. Business and office education teachers of today are more likely to have business work experience than were teachers in the past. One reason for this is that business teachers are generally required to have had work experience in order to teach business classes supported by vocational funds.

4. A greater variety of programs, courses, and options are available to students than ever before. The secondary business curriculum is no longer confined to the clerical, secretarial, bookkeeping programs. Today programs are offered in such areas as business ownership, record systems and control (data processing), business management, and others.

5. Teaching approaches and teaching materials used in the business and office education classroom have changed. The use of simulations, games, model offices, performance-based instruction, prescriptive education, multi-media labs, computer-assisted instruction and team teaching represent only a few examples of the changing methods, approaches, and materials found in today's business and office education programs.

The fact that the above changes have occurred in the business and office education program indicates that business and office education teachers are willing and even eager to keep the curriculum updated. However, the changes in society and in education are occurring so rapidly that it is impossible for any one teacher or any one school staff to be knowledgeable about all changes which should be reflected in the business and office education program.

In the past business and office education was primarily concerned with the secondary and post-secondary programs. Today, with the impetus on providing career education from kindergarten through life, business and office teachers are called upon to help incorporate concepts about business and office occupations into the elementary and junior high school curriculum. Thus, the role of business and office education is changing from that of simply providing employment training to that of providing curricular experiences that help youth become aware of career opportunities in business and office occupations. Business teachers need assistance in developing a curriculum to fit the changing role of buisness and office education. The following section describes a nationally-funded project designed to provide such assistance.

SECTION IV:
Business and Office Career Education Curriculum Project

The Business and Office Career Education Curriculum project was funded by the Department of HEW in July, 1973, to develop K-14 curriculum guides and strategies for business and office education. The deliverables to be produced in the project include validated K-14 curriculum guides and strategies (with special emphasis on grades 7-9) that will reflect changes occurring in American society. A preliminary step to the development of the curriculum guides and strategies will be a nationwide search for curriculum guides and materials in use today. If the curriculum search indicates business and office career education materials are insufficient or inadequate at the 7-9 levels (as many business educators have stated they are), the deliverables will include project developed and tested student learning materials for 7-9 grade levels with correlated teachers' manuals.

The curriculum guides and strategies to be developed are to include the following features:

1. Utilization of input from many sources (business and office workers and managers, educators, manufacturers of office equipment and supplies, and others) to reflect changes occurring in American society, especially changes in business and office technology, in office occupations, and in attitudes of business and office workers and managers.

2. Applicability of curriculum guidelines and strategies to business and office education programs in all areas of the country.

3. Incorporation of strategies and materials for developing skills and attitudes which businessmen say are lacking in young office workers and which are often not included in the business and office program--communications skills, human relations and coping skills, positive attitude toward work, and so forth.

4. Recommendation of specific instructional/learning resources useful in meeting each educational objective identified in the curriculum.

5. Fusion of business and office career concepts with academic subjects at the elementary and junior high levels.

6. Coordination of business and office education objectives, learning resources, and evaluation methods and devices.

7. Incorporation of many alternatives to provide for flexibility and adaptability of the curriculum to fit:
   a. local needs and local resources,
   b. various delivery systems such as single-media or multi-media instruction, group instruction or individualized instruction programs, intensive or extensive programs.

Benefits of BO-CEC Curriculum

The BO-CEC curriculum guides and strategies will benefit business and office students, teachers, teacher educators, and supervisors. Also, it will benefit business both immediately (by providing information about training materials and strategies that can be used in company training programs) and in the future (by resulting in better trained prospective employees coming from secondary and post-secondary business education programs.)

The curriculum developed in the BO-CEC project will not be a prescribed curriculum, but it will be comprehensive and adaptable to any K-14 program, with elements of the 10-14 guides and strategies adaptable to business training programs.

What is taught in the classroom today often reflects attitudes, mores, and work ethics which are several years out of date because teachers are unaware of many of the changes taking place in the business community. The lag between what is taught in the business and office education classroom and the changes occurring in the business office is not likely to be reduced unless coordinated efforts between business and business education are made at the national level. Similarly, the lag between research findings and utilization of these findings to improve instruction is not likely to be reduced unless a central coordinating unit--such as a national curriculum center--is established.

A National Business and Office Education Support Center Proposed

A national business and office education support center is proposed to reduce the time lag between changes in the business office work environment or procedures and correspondent changes in the business education curriculum. The present lack of a coordinated effort to keep the business and office education curriculum current results in vast duplication of efforts and inefficient use of resources at all levels.

The research, curriculum guides, and curriculum strategies developed in the BO-CEC project and the curriculum materials assembled for the project would serve as an excellent nucleus for a national business and office education support center. At the 1973 National Symposium for Business and Office Education, teachers, teacher educators, supervisors, and businessmen identified a national clearinghouse as a major need in business and office education. Such a clearinghouse could be sustained only through cooperation and active participation of business, business and office educators at all levels, and publishers of educational materials.

A national business and office education support center can become a reality only if businessmen and educators support not only the concept but the establishment of such a center.

Benefits of a Support Center

Business would benefit from the services provided by a national business and office education support center because such a center would insure a continual updating of the business and office education curriculum, thus providing business with a continual supply of well-prepared workers. A national center would give business a greater voice in deciding what should be included in the business and office education curriculum. Business could also draw from the center up-to-date information on teaching materials, strategies, and innovations for use in their training programs. Some of the other specific services that a

national support center could supply to business include:

1. Seminars for staff members of business training programs to let them know about research findings, new materials and new techniques and innovations in education and training.

2. Periodical dissemination of research findings, solutions to training problems, and information about educational innovations or innovative training programs.

3. Consulting services to business on training problems.

Educators would personally benefit from a national support center because such a center would enable them to keep abreast of the latest innovations in business, changing attitudes of business and office workers, changing requirements for workers in business and office occupations, new educational materials and equipment, and new teaching methodology. Other benefits include:

1. Technical assistance to business and office supervisors in developing curriculum, programs, and plans for in-service training.

2. Internships for supervisors, teacher educators, and teachers.

3. Evaluation and dissemination of action (classroom) research.

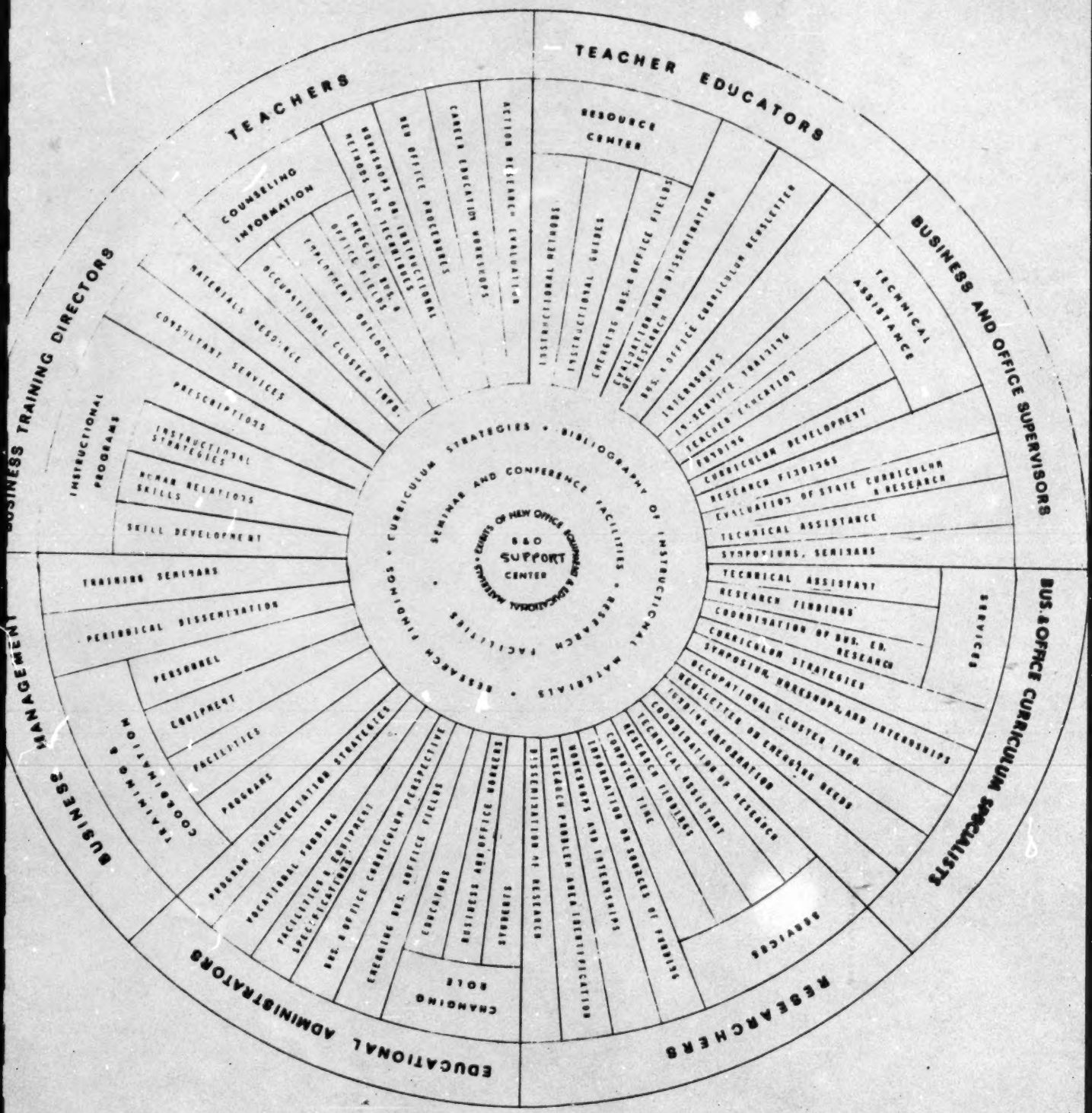
4. Information on sources of funding for vocational and pre-vocational programs and courses.

5. Coordination of research efforts.

Publishers would benefit from a national business and office education support center because such a center would disseminate information about their publications to business and office educators, business education supervisors, and directors of business training programs. Since a center would identify areas for which materials are needed, publishers could produce and market materials to meet these needs. Publishers might also find quality unpublished materials in the center and thus identify and contract with potential authors.

The groups to be served by the proposed national business and office education support center and the services provided to each are shown in Figure 1. At the core of the model shown in Figure 1 are shown those services provided to all groups, and in the outer sectors are shown specific services provided each group. The input, systems flow, and output of the support center are shown in Figure 2.

The results of the BO-CEC project--curriculum guides and strategies for grades K-14--will enable supervisors, teachers, and teacher educators to update the business and office education curriculum. However, an ongoing national business and office education support center is needed to continue the work begun in the BO-CEC project, providing business and office education professionals with a continuing source of up-to-the minute information on educational and technological innovations and on new and emerging business and office occupations.



SERVICES PROVIDED BY THE NATIONAL SUPPORT CENTER FOR BUSINESS AND OFFICE EDUCATION

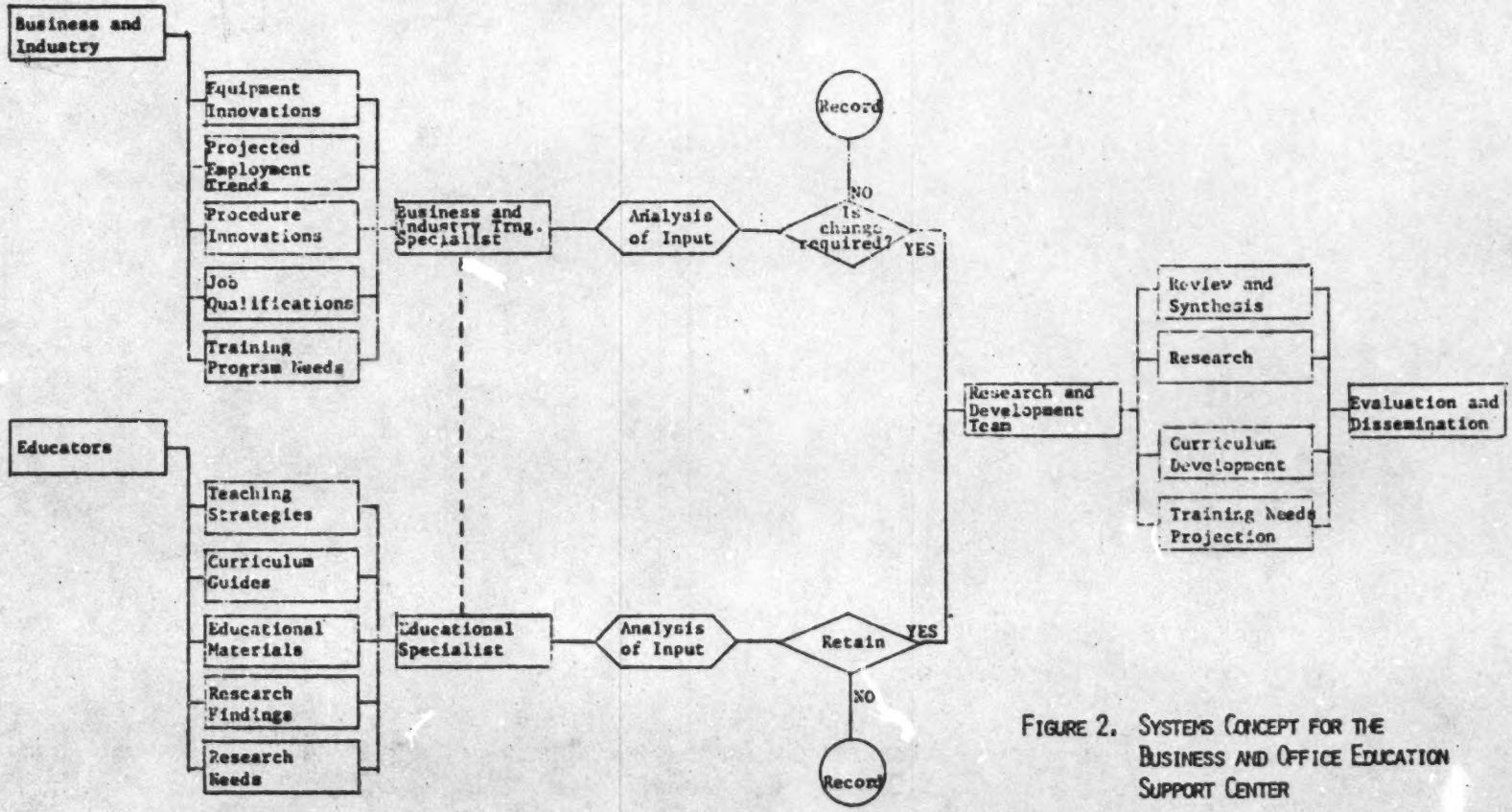


FIGURE 2. SYSTEMS CONCEPT FOR THE BUSINESS AND OFFICE EDUCATION SUPPORT CENTER

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After a careful review of the current literature, the BO-CEC staff prepared a preliminary concept paper for the research project. At meetings in New York and Denver, the preliminary concept paper was reviewed by a group of leaders in business and office education and related business and industrial fields. Their input, reaction, and suggestions have helped in the incorporation of the latest available information on opportunities now in existence and emerging within the business and office field. Their input will also help insure that the project's products will be usable over the entire nation in inner city schools, metropolitan programs, and rural areas. The project director and the BO-CEC staff are deeply indebted to the following Business-Industry-Education Review Committee members for their time and effort in the production of this concept paper and their future work as members of the National Advisory Committee.

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